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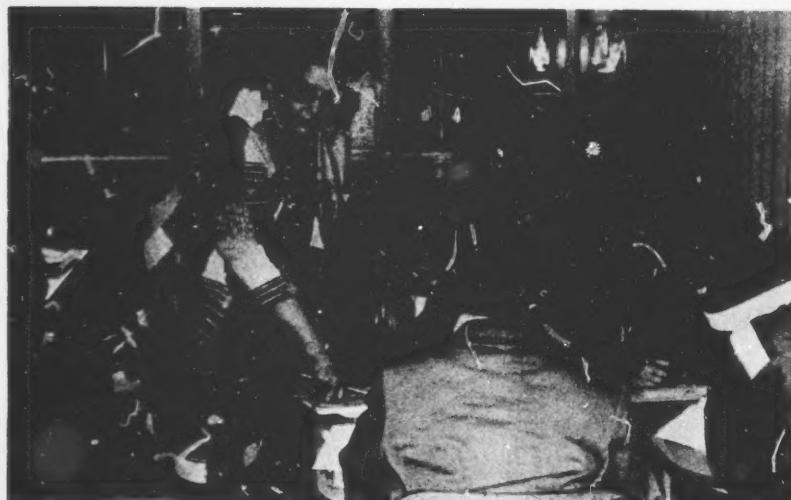
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ABSTRACT

Nearly 500 teachers in the Sequoia Union High School District (Redwood City, California) were surveyed in order to explore: (1) strategies they used to bring about integration in secondary schools; (2) techniques that discourage resegregation in desegregated high schools; (3) ways that the district's teachers draw out the best in students new to a multicultural setting. Some highlights of the survey are presented in this booklet. Examples are given of those teachers who have found particularly innovative and effective ways to encourage classroom integration and multicultural education. (GC)

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TEACHING
STRATEGIES FOR
INTEGRATING THE
SECONDARY CLASSROOM



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TEAM APPROACH:

Lois Powell

Menlo - Atherton High School

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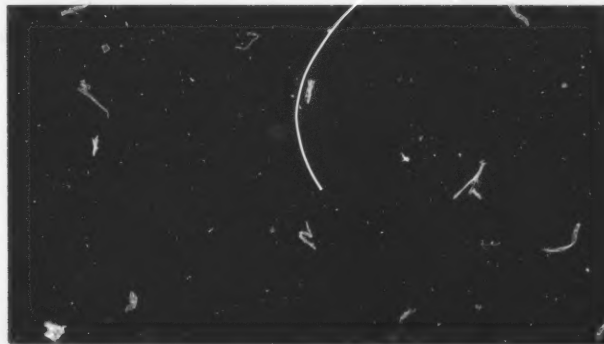
DEPARTMENT OF HUMAN RELATIONS

480 James Ave.

Redwood City, CA 94062

PREFACE

Integration is not a subject to be taught -- it is a process that must be woven into the daily lives of each of our students. As educators, we must accept much of the responsibility for widening the horizons of our students, and helping them develop some awareness and sensitivity to those around them. Our curriculum must reflect the ethnic mix of cultures on our campuses so that each student feels good about going to school among peers who recognize him for what he is -- an American with a different cultural background. Understanding and mutual respect must be fostered all through the learning process.



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INTRODUCTION

- What is it that secondary teachers do that makes integration happen?
- What techniques discourage resegregation in a desegregated high school?
- How do Sequoia District teachers draw out the best in students new to a multicultural setting?

These questions guided us as we surveyed the 493 teachers in our district schools. Our procedure involved three steps:

- (1) A questionnaire relating to classroom management, teaching strategies, classroom atmosphere and extra-curricular activities was completed by faculty members at each school.
- (2) Information was categorized and reviewed in detail.
- (3) Interviews and observations were conducted with those people who displayed an awareness of the unique problems involved with integration.

All of us owe a debt of gratitude to those teachers who were willing to take time from heavily scheduled days, to fill out questionnaires, submit to personal interviews, and permit observation of their classes, in order to share with the rest of us, some of the techniques and attitudes with which they have found success. We are all interested in the welfare of our students but it isn't always easy to know how to achieve what's best. It's difficult to be constantly positive in our approach to learning, to be fair in classroom discipline, and still allow equal opportunity for each student to participate in daily work. It is hard to give a balance of praise to all ethnic groups, and to treat each student as an individual human being with dignity and common sense - yet that is our task.

"...my (integration) techniques can really be reduced to: work the hell out of everyone; give them love; push them to their furthest potential."

Pat Genasci
English Teacher
Woodside High School

The following pages reflect the variety of approaches our teachers have implemented to realize the promise of the Civil Rights Act of 1964. We wish to thank everyone who participated in this assessment for their time and patience.

Lois V. Freeman
Natalie Jacobs

SETTING THE STAGE

Every teacher knows that each class is more than merely a collection of individuals assembled for learning. The very fact that others are present affects, for better or worse, the manner in which a student will think, feel and act. Many teachers in Sequoia District realize that it is crucial to build an initial atmosphere of receptivity, positive energy and mutual respect among students in the early days of the class. Years of experience have told them that students of different cultures and races enter the classroom with a three-tiered suspicion. They ask themselves WHO ARE THEY AND HOW WILL I BE TREATED BY THEM, and WHO IS THIS TEACHER and WHAT DOES HE/SHE EXPECT OF ME.

Our survey indicates that there are several ways in which teachers establish the initial integrated climate.

SEATING

1. Pre-arranged seating charts, often alphabetical, were used to avoid segregation of sexes and minority students.
2. Seating was changed during the semester to allow students to interact in new patterns.
3. Male-female arrangements and seating students in a circle were mentioned as ways to reduce barriers.

GETTING ACQUAINTED TECHNIQUES

Names

Teachers stressed the importance of students learning the first names of others in the class and using them when referring to individuals. Several mentioned name games they had devised while one teacher gave a "bonus day" for students who knew the names of the class members.

Interviews/personal sharing

Some teachers believe it is important for students to know something about each other on a deeper, more personal level and provide get-acquainted questionnaires that foster such sharing of information. Both the students and the teacher in one class learned greetings in the languages of students in that class while another teacher found instances to encourage informal contacts between students of different backgrounds.

Varied seating arrangements initially expose young people of different ethnic backgrounds to one another. But something else must occur if students are to feel they are part of an integrated setting. It is important for them to feel comfortable, secure and welcome in the classroom. Interpersonal contact emerges again and again from our questionnaire, as an important factor in a successful classroom atmosphere. The following observation/interview reflects how one teacher sets about to establish such a multicultural climate.

"And God stepped out on space,
And He looked around and said,
"I'm lonely -
"I'll make me a world."

This quotation from *The Creation* by James Weldon Johnson, was the appetizer for what turned into a veritable menu of literary works by black authors.

Rod Liner, a Social Studies teacher at San Carlos High School, believes in varying stimuli in teaching. He had tape recorded dramatizations of the works, passed out printed copies of each selection to students, and liberally sprinkled thought and reaction questions between each excerpt.

Liner explained to the interviewer that ethnic history should actually be woven into the curriculum. The amount of work, however, that would be required of the teacher in the effort is enormous. Until adequate texts are available, he believes the unit method is one way to ensure that students have contact with the information.

It was exciting to watch as the teacher used his entire body to engage the students. He would ask a question and move toward the student with an expectant look and outstretched arms, coaxing out the answer. Later, he shared, that often he merely asks an open question and looks toward an area of the room until the answer comes from one of the students in that area.

Liner explained how he sets an integrated climate at the beginning of the year for freshmen. Everyone brings in a picture of himself and fills in a form entitled *Yearbook* for the Class of 19--. Students are asked what accomplishments, activities, awards, etc. will be listed in their senior book. They are then asked to predict 24 years after high school. This information and picture are shared with the other members of the



class and posted on the bulletin board. The teacher keeps them for each individual for four years and passes them back when they are seniors. Juniors entering his U.S. History course also share their personal goals and ten-year predictions.

Another strategy is a round-robin introduction, e.g. "I am Lois, I like to ski. This is Mary, she likes to jog." Liner says that his students tend to remember small personal items about each other over the course of a class.

Using walnuts to establish student expectations? Certainly. Students are given a walnut and blindfolded, then encouraged to get to know it; they pass their walnut to persons on both the right and left. All walnuts are then collected and each student must find his own out of thirty other walnuts. Invariably the students are able to identify their own walnut because of its unique characteristics. This is a springboard activity which leads Liner into a discussion of the uniqueness of each human being.

Liner believes that it is important to make a personal contact with each student several times during a week. A friendly man with an easy smile, he tries to be at the door and have physical contact with kids by putting an arm around a shoulder or giving a playful punch to the shoulder. Since he firmly believes that all students need positive feedback, he seizes opportunities to acclaim their achievements. He takes both local newspapers and regularly posts and comments on the scores of the games. By often attending games he is able to mention a student's performance to the class. He even tries to turn detention around to make it a positive experience for kids. He may use this time to get to know them on a more personal level.

FROM DAY TO DAY

No one approach to the learning process can serve the needs of all students. According to our survey, the best interests of young people seem to be met when a variety of different learning techniques provide a natural opportunity to bring in an ethnic approach that fosters understanding, respect and appreciation of various cultures. Teachers suggested the following:

1. simulations that encourage students to roleplay, and often, roles of a culture other than their own, e.g. BALANCE, a simulation on ecological problems.
2. involving all students in recitation and board work and providing opportunities for all to demonstrate success.
3. stressing teamwork among students of different races
4. writing assignments designed to break down stereotypes. e.g. "If you were Cesar Chavez....."
5. open discussion of problems from many points of view
6. using literature to teach values that create positive feelings for all races.

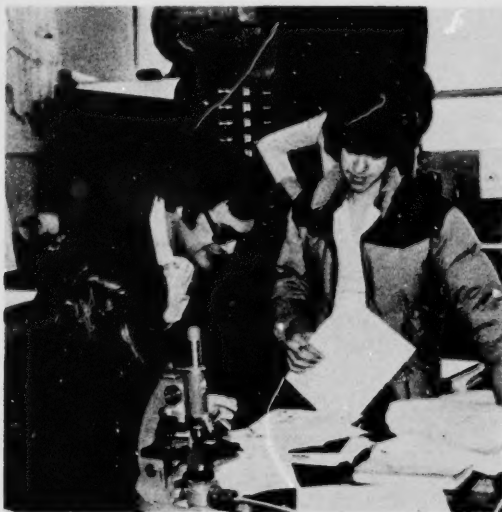
7. bringing in speakers of different ethnic backgrounds when relevant to course subject matter.
8. taking customs and living conditions of students into consideration when planning curriculum, i.e., Home Economics

Along with instructional techniques that offer opportunities to enhance the ethnic flavor of any subject matter, are a multitude of instructional materials available to anyone who is willing to seek them out. Teachers suggested several ways of using ethnically-oriented materials in a variety of subjects:

1. Room displays/bulletin boards - indicating a teacher's awareness of cultural differences, and using display work selected from all students.
2. Using examples of minority people/cases to illustrate points in class
3. Multicultural texts and materials
4. Integrated films
5. Reprints from newspapers and magazines

Examples of some of the methods and techniques suggested above are evident in the following observation/interviews.

SIMULATION



"What does a truly integrated classroom look like to you?" asks the interviewer. Larry Wagner, a Biology teacher at San Carlos, muses for a second. He responds that it is a "group with a diversity of backgrounds studying and sharing in an atmosphere of cooperation and respect for each other."

How then does a teacher put such an ideal into action?

Wagner does it by using special techniques that structure the total classroom interaction - group quizzes, debates, student-student discussions and peer checking, (a system of grouping students to compare answers), are among the ways he mentions to develop quality interaction among students.

One specific technique that has been most successful for students in his science class is a simulation called BALANCE published by INTERACT. This simulation involves four contemporary families (one of whom is Black) caught in ecological dilemmas. Students are divided into families of four members living in a burgeoning city with many ecological problems. They interview parents and other adults and read widely about air and water pollution, land usage and population problems. Wagner feels that youngsters broaden their perspectives by having to role-play the four different identities in the families: father, mother, modern young adult, and adolescent. Before the end of BALANCE, students will have refined their skills in research and organization of information, developed interview techniques, conducted an ecological survey of their own communities, and held a forum in which they debated those issues in their own environment. This activity provides an unequaled opportunity for students to become better acquainted and share their ideas and values in a non-threatening, supportive atmosphere.

According to Wagner, the simulation requires much preplanning and careful organization but can move along smoothly for 3-4 weeks depending on the number of days each week the teacher devotes to it.

TEACHER AS RESEARCHER

Gerry Goff, who teaches English at Sequoia High School, is constantly on the look-out for multicultural materials and activities that can be brought into any subject area. In classroom discussions, he describes the special forms of gymnastics of Iran and boxing of Thailand. He has found that students enjoy sharing customs and holidays and since Sequoia has the most diverse population, there is ample opportunity.

For example, by contacting the Japanese cultural attache in San Francisco, Goff obtained a catalogue of loan films on the life and customs of the Japanese. For drama classes he recommends NOH, a color film of one of Japan's finest forms of drama. He warns, however, that it is somewhat "esoteric" and that other films on sports, music, architecture, and agriculture might be more practical for other classes.

Consistent with his belief that teachers should be sensitive to the feelings of students, Goff stresses that even in discipline, he tries never to embarrass a student. In order to bring a recalcitrant student back into line, "I would rather use humor than sarcasm. Sarcasm leaves some devastating scars on students." Because he believes in them, students make a serious effort to live up to his standards.

SETTING THE TONE

"A feeling of trust between student and teacher is necessary for a successful class relationship," says Ruth Kensil, of Menlo Atherton High School, and it is really important for the student to know - "I am not the enemy." When you walk into Ruth's classroom, you are aware immediately of the quiet, studious atmosphere. The classroom walls reflect the teacher's awareness of her multicultural population. Posters of ethnic variations are displayed on the bulletin boards. The upper walls are covered with vocabulary words to remind students of the correct spelling of common words. The seating arrangement is a mix of cultures.

The classwork for this day is individual, and everyone is reading. The teacher moves continuously around the room returning papers, checking progress, and conversing with students in low tones so as not to disturb others. Ruth sets the tone of the classroom. When students speak to her, (even those who were yelling outside before the period started) they immediately drop their voices and speak quietly. Students are pleasant to one another and polite, following the teacher's example.

Behavioral expectations are spelled out at the beginning of the year and students receive written requirements for the class. Anything that disrupts classroom atmosphere, such as inappropriate language or occasional back-talk, is dealt with by having a private discussion with the student. "I want you to be successful, and I care about you," is the message of the first discussion and Ruth finds it a very effective technique. Rarely do things go farther than that. Ruth's major concern with class disruptions is preventing a disturbance from becoming a class production.

Ruth Kensil runs a well organized, low keyed class, where a lot of time is spent working with students on a one to one basis. Her attitude is positive, and she is constantly trying to draw them out. A conviction that "there is a real need to build self-esteem in one's students, and above all, to encourage them," guides her daily encounters with young people.

Ruth's classwork reflects a multi-ethnic approach. Reading materials are selected from a variety of backgrounds and include studies of language patterns and how people communicate. Discussions include how young people communicate with different segments of society: their peers, their teachers, their employers. Relating material in reading assignments to contemporary situations is a method that fosters understanding, Ruth believes. Stereotypes also receive attention, with the objective being an understanding of the contributions each group offers. Small group work, students working together on assignments helping each other, involved discussion, role playing and films facilitate the integration process in this teacher's course of study.

CONFIDENCE-BUILDING

"Mathematics is not a strange subject," says Nelly Ramos-Coleman at Sequoia High School. Many students come into a math class very anxious. They have a preconceived notion that math is a very difficult subject and they will have trouble succeeding or even passing by the end of the semester. "A successful



math atmosphere is developed by having everyone participate regularly on a daily basis," says Nelly. It is important for students to have success early on in the class and continuously throughout the term. Building confidence in their ability to succeed is a teacher's responsibility, she feels.

Nelly has worked out some techniques that seem to work well with her students. Always concerned that the frustration level be kept as low as possible, Nelly groups her students to attack really difficult problems, where they can cooperatively attempt to solve them. Building confidence is often a slow process and for really insecure young people, assignments for board work are given out one day in advance, in order to reduce anxiety and allow plenty of preparation time. Phrases like, "You needn't be perfect to put work on the board, that's how the class learns," often works with reluctant students. Her attitude is one of constant encouragement. She is very choosy with questions to less-skilled students. Developing confidence and having success is uppermost in her mind in all her dealings with students.

Nelly's class is bilingual; however, the ethnic mix of the class includes Blacks, Asians, Hispanics, and Caucasians among others. This year Nelly has a Spanish speaking student with no English vocabulary. In order for this student to participate, the teacher has to have a Spanish-speaking student interpret, as Nelly does not speak Spanish. When this shy Spanish-speaking student refused to go to the board, Nelly had another student explain the problem in both Spanish and English - then asked the shy student once again to go to the board. He couldn't. A week later, Nelly called on the same student to analyze a problem. This time Nelly succeeded. The shy student went to the board, worked the problem, and explained it in Spanish which was then translated for the class. A success for everyone involved, as all are anxious for each to succeed.

The attitude of the students in Nelly's class is a reflection of her attitude toward them. She obviously likes and cares about her students. She greets many of them by name as they enter her classroom. As soon as class is underway, all questions are answered concerning the previous day's lesson. Everyone participates and those who don't are pulled into the discussion by the teacher. Nelly compliments her students when they have the right answers, when they suggest new ways of doing problems, and when they are helpful to one another. Innovation in solving problems is encouraged, and she always explains in depth why a particular method will or will not work.

During the period of the class, Nelly moves often while teaching-from board to desks of students and from one side of the room to another. She is constantly aware of the body language of her students and watches to see who is having difficulty understanding problems. She immediately asks that student for his or her understanding of how the problem works. If the method is not clear, she attacks the problem from another angle or point of view.

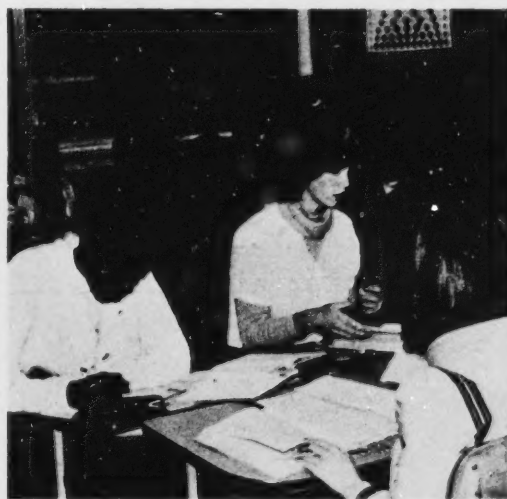
One of the things that has pleased Nelly most was a student evaluation of her teaching recently. The students were enthusiastic about everyone participating in her class regardless of whether or not they were good at math. To Nelly, this was high praise. When asked what she thought was the basis of her success in the classroom, Nelly smiled and said, "You just accept that you will have a variety of students to love and teach."

TEAM APPROACH

Team learning is one type of classroom organization which responds to the need for both individual help and group support. Each team unit consists of four to six students and is balanced to represent the academic and cultural mix of the classroom. Through sound team structure, interpersonal relationships can develop which enhance the learning process. Lois Powell has initiated the group process of team-learning in her math class at Menlo Atherton High School.

A background in chemistry, mathematics, biology and counseling gives Lois Powell a large subject area base in dealing with her math students at Menlo Atherton High School. Not only does she devote time to her students in her assigned classes, but tutors them in any other subjects at lunch or after school. To an observer, there is obviously, great affection between teacher and students. Students appear very comfortable in the classroom. There are many questions about the daily work, and lots of give and take among the students. They seem motivated to achieve, because success in class brings praise from teacher and peers alike. Students are permitted to answer other students' questions, but always one at a time. A pattern has obviously been established.

Lois appears to have few, if any, behavior problems. She moves constantly about the room and exerts leadership by walking over to students who appear disruptive or out of line. All kinds of inter-relationships are evident in the class and the teacher constantly watches the expressions on student's faces as she groups and regroups them to foster successful interaction. Class seating is arranged in groups of four and one student is the leader. Leaders play an important part in the structure of this math class. Leaders must attend noon lunch sessions for instructions on how to make their groups effective. They assume considerable responsibility in the classroom for helping those in their group with daily work, collecting homework, and for doing boardwork. Leaders check their members for completed assignments, and if the teacher is busy, group leaders assume responsibility for keeping members on-track.



Lois' expectations are high. She assumes that 90% of her students will advance to Geometry. Her conviction that students will succeed breeds success. The students say their teacher gives them confidence to go ahead in math. Perhaps that's because explanations of math problems are given from several different approaches, until the teacher is sure her students understand the class work. "Many of these students are young people who really need attention and help, and would not survive in a traditional class," says Lois. She never categorizes or pre-judges her students. Above all, there are no "put-downs."

It is apparent that Lois Powell loves what she does. She takes pride and joy in the success of her students and they know it. When situations arise that present difficulties among students - for whatever reason - she takes a few minutes to deal with it, then reminds them that "the focus in this class is math - let's get back to it." When asked about her feelings concerning integration, she laughed and said, "I have no color problems, only people problems."

THE ESSENCE OF ONE-TO-ONE

A former college president was of the opinion that some sort of tutorial system was necessary "to assure that the student and the teacher are known to each other, and that the student may thus benefit by the fact that his individuality is known, recognized, and respected."

Some students do far better in a closely monitored program where help is continuously available from a teacher, teacher aide, tutor or peers. Individual assistance often is helpful for those students who cannot achieve success in a traditional class. Students develop confidence in these controlled learning environments and often advance to regular classwork at the end of the year. Examples of this are to be seen in an educationally handicapped class at Woodside High School, a math proficiency class at Carlmont High School, and at Redwood Continuation High School.



Bob La Cava at Woodside High School has a truly integrated E.H. classroom, though he would like it more mixed. Here, students do not sit in racial clusters. If he could, he would get rid of desks because he believes they are divisive. Tables would bring people closer together.

In a comfortable relaxed atmosphere where pressure is "off", La Cava is direct about behavioral expectations of students. He knows that educationally handicapped students are very threatened by being different so it is necessary to create a safe environment for them. Between La Cava and his aide, Mrs. Sylvia Grodin, students work on individual and group assignments.

In observing the class, one immediately senses that the general confidence level is high. Students indicate that they know what the rules are by coming in and getting down to tasks. They need only be reminded by his gentle encouragement. La Cava welcomes students who are not a part of the class to visit just to see what it is like. He states that that takes the threat out of being "different".

Students are allowed to take tests required by other teachers in the E.H. classroom where they are under reduced pressure to compete. His interest in the students extends from their cuts in other classes to their overall well-being at home as well as at school.

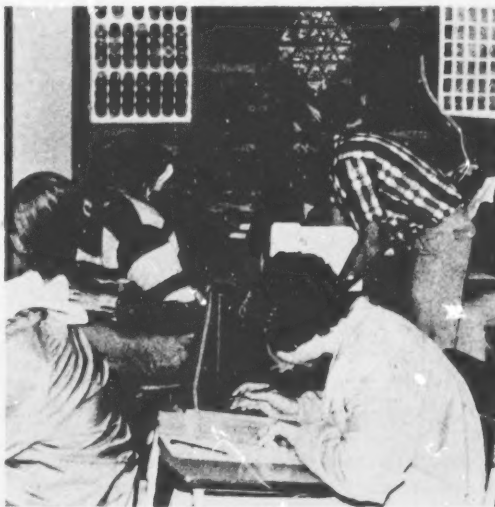
It is evident that this warm and humane man has reduced the distance between students and himself. One is struck by the high level of respect and warmth they hold for him.

As Yearbook Advisor, La Cava also uses direct confrontive methods to set expectations. His major concern is that the student publication be a multi-cultural one. In his candid way, he has told students that pictures for the yearbook should be more integrated. In a deliberate effort to bring about desegregation on the Yearbook staff he canvassed teachers to recommend Black students. His efforts paid off. The present yearbook staff reflects a more balanced racial and ethnic mixture. La Cava stated that he was fearful at first to pursue the greater involvement of minority students but determined that unless he did, the students would not seek out his class.

* * * * *

"Persistence pays off in math," says Warren Mott, who has implemented a unique course at Carlmont High School designed to help students pass a math proficiency test. Students are encouraged to succeed with the test and in so doing, improve their self-image. The course is based on a "positive approach" and enrollment is voluntary. "Look how close you are to passing", is a positive, often-heard comment.

When students enter this class they are given a diagnostic test and immediately the student and teacher know in what areas a student is weak. The class is set up for students whose previous work shows they can learn enough material in a short time to pass the test. The process of upgrading skills is explained in detail to the students and the method is practical. Students improve by taking review sheets and working through them. Each day the student knows precisely what he is to do and starts working. There is an easy, busy atmosphere. Students help one another and the teacher assures that all students are taken care of before he starts making the rounds of the classroom giving individual help where needed.



Warren's attitude toward his students is very easy, very understated, very positive. He spends the whole period circulating among the students helping them individually. Warren's conversation with students is always geared to "ways to improve." His comments never center on "see how many you missed," but rather, "see how few you missed." He obviously cares about his students and takes time to pursue their problems in depth.

FOR THOSE WHO NEED A LITTLE MORE

What can you do when the anonymity fostered by the large high school becomes more than you can handle? Where can you go when your coping mechanisms continue to fail?

Redwood Continuation High School is one such place where students can find a highly personalized program. The students who come to Redwood are those who adapt slowly to new situations, require much program structure, and are generally passive, with low self-esteem. It takes a special program with special kinds of people to challenge the failure syndrome in these students.

When questioned about their methods for climate setting, staff members listed the steps in a well-thought-out process that begins with Principal John Ott.

Because students enter at differing times during the year, Ott holds an intake interview with each student and his/her parents. It is here that he emphasizes the basic rule of the school - RESPECT. The overall interview helps to allay fears while he establishes expectations.

Counselor Margaret Williams takes over and conducts a three-hour orientation program. Students receive a school tour; are introduced to each teacher who welcomes the student and explains his/her program; and finally receive a battery of diagnostic tests. Williams sets the first behavioral norm by insisting that each student must "pass" orientation. This means that he/she must spend the entire three hours at school (no cutting) performing required tasks.

Among the diagnostic tests administered, is the FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior). Developed by psychologist Will Schutz, the FIRO-B measures a person's characteristic behavior toward other people in the areas of inclusion, control and affection. Joan Pizza, who teaches English at Redwood believes that while the isolationist behavior of many students may not give immediate clues to what the students need, the FIRO-B scores alert the teacher on how to approach each individual. Along with this, she has students fill out a personal inventory on how they perceive school. She finds they are surprisingly candid and the insights they provide are invaluable.

Fairness is built into the grading system and the emphasis is placed on grading as a reward. All students are encouraged to complete assignments satisfactorily in order to receive a grade and requisite points or hours toward semester credit. As a result of the careful record-keeping by teachers, a student always knows where he stands and little or no manipulation is possible.

The interviewer was impressed by the active use of principles of behavior modification. An example is the posted list of students who will receive a report card. Not until students have received a specific number of points are they rewarded with a report card for their parents. All teachers agreed on the benefits of this flexibility.

A small school, Redwood serves a population of students who are primarily white and black. The common thread for these students is their adolescence. Teachers have found that structuring their subject

areas to integrate adolescent fears, concerns, and interests improve motivation and learning. Linda Yule, Social Studies teacher, indicates that because many adolescents are person-centered, she may adjust her U.S. History course to teach the abolition of slavery through the eyes of Fredrick Douglass.

The teachers at Redwood know that "negative dumping on kids doesn't work." They continually look for the positive bridge between themselves and the students. Whatever it is they are doing at this school must be working because 75% of the students believe most of their teachers are good teachers.

MAKING IT WORK

In our survey, many teachers indicated that they held high expectations for their students and worked to provide equal opportunity for all students in the classroom. They indicated concern that all students be encouraged to participate in class discussions as well as working independently. While one teaches direct learning activities that enhance tolerance and acceptance, another encourages students to read books about other races.

Caring, attention, dedication to equal treatment, and positive attitude, are the preparatory steps to "making it work." Education "works" when subject matter has an organized, structured base.

In her book, *Teach for Transfer*, Dr. Madeline Hunter emphasizes that, "Regardless of any particular method or program, the planning of the teacher is the most critical element in generating the transfer which yields student productivity and creativity. This planning makes the difference between "hoping it will happen and seeing that it does."

Pat Genasci of Woodside High School and Mas Hinaga of Sequoia High School are examples of teachers who leave little to chance.

Students must know that you care about them and if you care, you care enough to be better prepared, better organized and better planned than the students.

It was clearly obvious that Pat Genasci, a teacher of English at Woodside High School cares. The observer watched, enthralled, as Genasci virtually orchestrated an English I review of the rules of punctuation. Not exciting, you say....

In a fast-paced lesson which extended for 46 of the 50-minute period, each student had an opportunity to answer several questions. The teacher was direct, both serious and light, and alternated between questions to individuals and the class. She encouraged some students while prompting others who displayed little assurance.

One technique observed over and over was one of alerting students prior to asking them a question, e.g. "The next one is for you, Tommy."

When questioned, Genasci responded that the tactic served several purposes:

- (1) it gives the youngster who has "checked-out" momentarily an opportunity to redirect his attention to the lesson;
- (2) it links thinking processes from one question to the next;
- (3) it frees the teacher from having to rephrase questions for students who were not listening; and
- (4) it keeps a level of anticipation operating throughout the class.

"What does it mean to be a student?" is the discussion question that begins each class year. In this way Genasci sets clear behavioral expectations with her students and strives continuously throughout the year for consistency in those expectations. She alters them only as they relate to individual strengths and weaknesses.

Genasci believes that it takes a semester to develop behavioral norms and that problems occur only when time is not constructively planned by the teacher. Her theory is that freshmen, above all, need a great deal of structure, and it is obvious, since her students work productively from the beginning to the end of the period. Ever sensitive to the students' needs, Genasci provides brief periods during the class for students to "check-out" mentally without being penalized and at the end of the period students are encouraged to relax, stretch, and chat before the bell takes them to their next classes.



Education is a three-party contract. Teacher, parents and student are all parties in the endeavor. Pat Genasci may make 500-1000 calls to parents during the year in order to set mutual behavioral goals for the students. Parents and students are encouraged to call her at home. She observes that both are thrilled when the teacher calls to report a student's improvement in a previously weak area. Parents of weak students appreciate the calls most.

In an aside, she comments that her numerous parent contacts do much to facilitate her classroom control. Because she carefully constructs a foundation of parental communication, administrators are most supportive when and if suspension of a student is warranted.

Genasci relates that a large percentage of what a teacher does is not visible to the students in the class or to the casual observer. It has little to do with direct academics. It springs from the teacher's caring for each individual student in his/her classroom. She has high expectations for both student behavior and performance and will manufacture situations where students who don't usually excel get an opportunity to get strokes from sharing their knowledge.

When asked for recommendations for other teachers in desegregated classrooms, Genasci was forthright: "Teachers should create an environment in which teaching can take place and learning can take place." Careful planning is seen as the key to creating such an environment. The well-planned, well-organized teacher knows where he has been and where he is going. A fully planned period complete with those moments of relaxation prevents opportunities for kids to get into difficulty.

The Teacher for an Integrated Classroom

Pat Genasci continued to draw for the interviewer a profile of the teacher who succeeds with all types of students.

This teacher must:

- (1) know his subject matter well, since "You can't fool kids";
- (2) be willing to go the extra mile if he is truly interested in kids;
- (3) be a highly skilled observer with good instincts who can recognize that a problem exists before the student knows he has a problem;
- (4) feel good about himself and his performance or else he gets into the same downhill snowball that students experience;
- (5) be willing and strong enough to admit when he is wrong; and
- (6) let students know that their performance has nothing to do with the teacher's estimation of them as people.

* * * * *

According to Mas Hinaga, Sequoia High School business teacher, a successful classroom is one in which everyone is so busily engaged in learning activities, there is no time for conflicts to arise. All activities in the classroom are directed toward the teacher's four priorities: developing the highest technical skills possible for each student; developing competency in spelling and vocabulary for career work; building self-confidence and self-esteem; and helping students earn a Civil Service Certificate. Hinaga believes a student must have a definite career direction and is constantly renewing goals on an individual basis with all

of his students in the Office Practice Curriculum. At the same time, he keeps reviewing his own program to determine what he is doing right or wrong, in order to move his students ahead and perfect their skills. Students can proceed at their own pace. "Being organized is good for the morale of students - they feel secure," says Hinaga.



The learning climate in this class is immediately visible to an observer. Students must conform to certain values: go to work immediately, set a goal, never disrupt others from learning. Preventing others from working is very unacceptable behavior in Hinaga's classes - but it rarely happens. If a student disobeys, Hinaga uses verbal reprimand, but always privately, so as not to damage self-esteem. The process of building self-esteem is implemented through such devices as: a self-esteem unit, recognition and certificates for typing, spelling, 10-key proficiency, test-time writing, perfect attendance, and perfect punctuality. "Perfect punctuality and attendance awards are good recognition for a not-so-great typist," states Hinaga.

To further assist his students in their job career training, Hinaga has compiled a workbook on self-esteem. "If a student doesn't do well on a job, it is often because he/she will muddle through a task rather than ask the boss for specific directions," says Hinaga. It takes confidence to speak up, and the workbook helps students to be aware of pitfalls. A Transactional Analysis booklet is also recommended reading for students to help them recognize communication problems that might arise on a job.

Because office careers are so dependent on competency in spelling and vocabulary, the Office Practice classes use the Kelly Girl spelling and language sheets to improve their command of English. If a student would like to qualify for a Civil Service position, he can take the test right at school. If he passes, he does not have to retake it when applying for a Civil Service job. This is another way of building confidence in a student.

Job orientation is evident everywhere. Well designed examples of medical transcription and legal typing are displayed. One very attractively set up bulletin board is full of information on how to dress for a job. Another section announces opportunities for free instruction outside of daily class work. Scholarship information is displayed prominently. Hinaga feels teachers should encourage and help students with scholarship applications that are job-oriented, filling in the necessary forms, and writing recommendations. He believes this adds to student morale and proper behavior.

"I make a serious attempt to recognize and build the self-esteem of all students - regardless of race.

Conflict is minimized when students are successful and have a good image of themselves," he concludes.

THROUGH THE EYES OF STUDENTS

Too often educational methods and materials are developed by academic theorists who have little or no classroom experience. The practitioner, however, must be prepared for the day-to-day expression by students of their needs and expectations. In order to bring theory and practice together, we surveyed the Student Human Relations Teams at each school to identify what qualities they believed necessary in a classroom atmosphere which promoted comfort and motivation for learning. These teams represent an ethnic mix of the students on each campus and all participation is voluntary.

TEACHER QUALITIES:

From the students' point of view, a successfully integrated classroom is one in which the teacher has the ability to understand different types of students and, "cares about involving all students." Respect, kindness and flexibility are critical qualities in the teacher, and equally important are patience and firmness. Each student expects the teacher to be able to relate and communicate successfully and openly with him and give individual help where necessary. In one sad commentary, a student stated that he "had never had an integrated class."

STUDENT INTERACTION

Students interact in a classroom with a positive atmosphere by helping each other, by participating in activities, by becoming involved in class groups and discussions. It is important, the students say, for everyone to pay attention and for the classroom to be quiet if learning is to take place. Everyone must know everyone so that students can feel friendly and confident with other students and the teacher. One student commented, "a class with a positive atmosphere is a joy." It is one which, "while everyone gets along with one another, work gets done."

DISCIPLINE

Students believe discipline must be evident in a successfully integrated classroom. Basic ground rules should be established so a student knows what the limits are. More critical than that is, when difficulties arise, the teacher should listen to all students equally. Most of the students surveyed expressed approval for equal treatment of each individual - a way of discipline for everyone. Consistency rated high - the same treatment, all the time, for everyone, will engender trust between students and teacher.

ACTIVITIES

Varied activities are useful for a teacher to encourage a multi-ethnic mix in the classroom. Students suggest: boardwork, participation games, discussions, student debate, brainstorming, and relating of

personal experiences. "The trick," said one student, "is making everyone comfortable" so he/she feels good about sharing activities together.

Students were asked what made them feel good about any teacher's class and the responses were as follows:

- respect of the teacher and others
- the teacher caring and helping the students
- explaining lessons well
- maintaining good relationships with other students
- entire class participating on a project
- lots of group activities
- "When I feel I am learning and the material is made interesting no matter how dull it is"
- when the teacher is smart, strong, willing to bend and still be human
- jokes to break any tension
- when students get to talk openly during class
- *-and be all of the above. five periods a day

It sounds as if students would like teachers to be super-human. Their expectations of teachers are as high as the teachers' expectations of students. Interestingly enough, both students and teachers apparently want the same end results. Positive strokes for all students, fairness in classroom discipline, involvement in the learning process, and assignments that permit success to be achieved, were the most important factors listed by both faculty and students in facilitating classroom integration.

* Editorial note

SUMMARY

School desegregation is the first step in changing structures that separate ethnically and racially different students from one another during the learning process. Integration, on the other hand, is a cumulative process by which race and ethnicity begin to lose their traditional negative connotations.

We are constantly aware that our journey is a long one. Alienating structures continue to exist in the physical and social resources of the school. We are in the process of dismantling them. More minority students are becoming participants in the social arena of the school. More are evident in student government, and gradually, culturally-different students are appearing in college prep math/science programs.

In the Sequoia Union High School District, there is abundant evidence that the process of integration is occurring. Our faculties have developed techniques and strategies to promote greater racial involvement and their sensitivity to the needs of a multi-cultural population of students is becoming more and more apparent. The journey from desegregation to integration is a formidable one. We believe we have taken the first steps.

For further information on
Integrative Strategies contact:

Lois V. Freeman, Coordinator
Department of Human Relations
Sequoia Union High School District
Redwood City, CA 94062
TELEPHONE (415) 369-1411, Ext. 333